



Transdisciplinary Theme

How We Express Ourselves

Central Idea

People use the performing arts to display cultural heritage and entertain.

Learner profile

Open-minded
Risk taker
Communicator



Lines of Inquiry

The performing arts in different cultures
How cultural heritage is communicated through the performing arts
How the performing arts have changed over time

Attitude focus

Creativity
Confidence
Tolerance

Integration/subject information

Arabic 5/6

Listening : To watch a DVD about traditional dances from different Arabic countries.

Reading: - جبال الصَّوَّان (مسرحية)
- الرقص الشعبي :

Grammar :

- الجار و المجرور
- النعت والمنعوت -
- المبتدأ والخبر -
- الألف الملوطة غير المكتوبة . -
- التاء المربوطة في المفرد والجمع .

Writing : To write a short play (group work).

- Reading comprehension exercise about a comparison between films in 1960's and now.

Final Project: Reading comprehension assessment (Q &A).

Arabic

Listening : listen to and learn the song "سنرجع يوماً"

Reading : قصيدة "سنرجع يوماً" and مسرحية "العمة رضا"

Grammar :

- الفاعل
- المفعول به
- الهمزة المتوسطة المسبوقة بساكن
- الهمزة المتطرفة المسبوقة بساكن

Writing : Change the text from indirect to direct speech (حوار)

Final Project: write a short play(group work) Reading comprehension assessment.

Teacher Questions

What are performing arts?

How is cultural heritage expressed through performing arts?

A) What does this dance tell you about the culture? B) How do you know that?

How has new media influenced the performing arts?

Music

Performing

Singing: Participate as a team member in preparation for a major performance.

Playing instruments:

Recorders –Echo simple melodic patterns. Feel phrases for breathing. Blend sound with other recorder players and other instruments.

Continue to read and notate rhythms: crotchet, quaver, semi quaver, minims, dotted notes, semiquavers and syncopation.

Creating & Composing / Notation

Compose creative dances for Musical to promote creativity and ownership.

Design activities for sets and costumes.

Listening and Appreciation

Identify and compare African and European instrumentation using appropriate musical vocabulary.

All of the above mentioned skills will be taught through the unit of inquiry:

"How we express ourselves"

P.E.

Gymnastics

The students will focus on floor sequences that will include hand stands, shoulder stands, different ways of travelling and balances. In vaulting we will focus on mounts, dismounts, flights and landings.

In collaboration with the home room unit we will focus on Irish line dancing.

Skills outline

Students will be developing **social** skills when planning and carrying out their group performance. They will need to listen carefully to one another, assume their share of responsibility and recognizing that others beliefs and ideas differ from their own. Students will use **communication** skills by stating their opinions, drawing conclusions from performances viewed and understanding the ways in which images and language interact to convey ideas, values and beliefs. They will also be using **research** skills to acquire information about cultural performances.



Learning engagement Examples

Language Integration

- Drama activities such as charades, improvisation, poetry analysis.
- Workshops related to different elements of drama.
- Students will explore the “radionomy” website where they will be able to create a radio show highlighting cultural performances.
- Writing reviews about performances that will be watched in the class-room.

Unit Vocabulary

performance	heritage
entertainment	technology
instrument	communication
expression	theatre
Improvisation	symbolism

Maths focus

- Students will be focusing on the shape and space strand which will include angles, 2 and 3 D shapes.
- Symmetry, rotation and translation will also be explored.

Summative Assessment Information

Students will perform a play called The Button Box where they will be involved in the entire process of the production - from creating sets and props to singing and dancing. They will also be writing, producing and presenting a performance from a culture that interests them.

Key Dates

24th March at 12:30 - Year 6 performance of The Button Box



How parents can help

Homework is posted on the wikispace. Please check the homework on the wikispace yourself and make sure that your child does the work assigned. We ask that each child write in their reading log every evening including weekends as some students are still not doing so. Please ensure they do. Read with your child as often as possible and question them on the content. This will help with pronunciation and understanding of what has been read. Please encourage your child to explore the websites posted on the Wiki in the How We Express Our-selves page. Only send nutritious food at snack time (excluding nuts). The main ingredient in Nutella is hazel nuts and not chocolate as the children think. Therefore it is not acceptable for your child to have at school.



Wiki Address

Year 6 has a Wiki page where you as parents as well as your children can go to. The address is as follows;

<http://yr6islq.wikispaces.com/>